**Unit Plan**

**By Desiree Wheeler & Danielle McDevitt**

**I. Subject Area:**  Social Studies **Grade level:** 3rd

**Unit Title:** *Communities*

**II. Estimated Time:** This unit will take place over the course of two and a half weeks, lessons will occur on a daily basis while overlapping during Language Arts & Literacy, Social Studies, and Art lessons.

**III. Student Population:** 22 Students, 4 Students who have difficulty reading and writing, 3 Students that are advanced.

**Stage 1 – Desired Results**

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| **IV. Standards:**  **1.4.3. B:** Write informational pieces using illustrations when relevant (e.g., descriptions, letters, reports, instructions).  **1.5.3. A**: Write with a focus, with an understanding of topic, task, and audience.  **1.5.3. B:** Develop content appropriate for the topic. Gather and organize information, incorporating details relevant to the topic. Write a series of related sentences or paragraphs with one central idea.  **2.9.3. A:** Name, describe and draw/build 2- and 3-dimensional shapes  **3.4.3. E7**: Recognize that people live, work, and go to school in buildings which are different types of structures  **11.2.3.F:** Explain daily activities that fulfill family functions in meeting responsibilities (e.g., economic, emotional support, childcare and guidance, housekeeping, maintaining kinship, providing recreation).  **1.5.3.E:** Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.  **1.6.3.B:** Use appropriate volume and clarity in formal speaking presentations.  **11.2.3.F:** Explain daily activities that fulfill family functions in meeting responsibilities (e.g., economic, emotional support, childcare and guidance, housekeeping, maintaining kinship, providing recreation).  **V. Understanding(s):**  *1.)* *Identify the “big idea(s)” of the unit:*  Important people are the fundamental unit of society; they empower individuals to manage the challenges of living and working in a diverse, global society.  ***2.) Identify specific understandings about the “big idea(s)”:***   * **Family** * **People who keep the community safe** * **People who run the community** * **Public places and different buildings around the community**   **VI. Essential Question(s):**  *What questions will foster inquiry, understanding, and transfer of learning?*  1. What is a community?  2. Who are important people in your community?  3. What activities do you do every day in community?  4. What celebrations occur in your community?  5. How do communities start?  **VII. Attitude(s) and Value(s):**  *What positive attitudes and democratic values will students develop?*   * Respect for your community. * Respect and appreciate the people in your community and their cultures. * Aberration for the places in your community that you enjoy. * Appreciate all that you have in your community and do not take those things for granted.   **VIII. Skill(s):**  1.)*What skills related to acquiring, organizing and using information will students develop?*     * *Identify important accepts of a community.* * *Identify what is being asked and identify supporting details.* * *Identify main idea, detail, sequence of events, and cause and effect.* * *Identify reference resources to use for a specific purpose* * *Construct van diagrams and T-chart.* * *Draw conclusions and make generalizations* * *Use map and globe skills*     *2.) What technological skills will students develop?*   * *Smart board* * *Computers*   *3.) What interpersonal skills will students develop?*   * *Cooperation & Collaboration* * *Decision-making* * *Description responses* * *Communication* |
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**Stage 2 – Assessment Evidence**

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| **IX. Performance Task(s):**   * Working with a partner, students create a model of a community representing important people and places relativistic to their community. Written letters and paragraphs of descriptive responses of what communities’ means to them will give a more clear understanding of what a community is and allow for attitudes and options to be formed. | **Other Evidence:**   * Throughout the unit, students will be writing letters, paragraphs and drawing how they see their communities. * Students will complete many models of how they perceive a community. |

**Stage 3 – Learning Plan**

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| **X. Learning Activities**  **Lesson #1: Title:** *Community mural* ***(Complete Lesson Plan)***  **Time estimation**: Three days  **Lesson #2 Title:** *Tell me about your community* ***(Complete Lesson Plan)***  **Time estimation**: One day  **Lesson # 3 Title:** *Building a community* ***(Complete Lesson Plan)***  **Time estimation**: Two days  **Lesson #4 Title:** *Decision making (****acting out and cause effect****)*  **Time Estimation:** Two days  **Objective(s):**    1. Students will act out a real situation that might happen in a community using the roles as mayor and city council.  2. There will be two sides to this decision making process. The side that objects to the idea and the side that agrees.  3. The students will give reasoning to their ideas and work out a short and long term plan in making everyone happy with the decision.  **Description:** For this lesson we will be using the model that we have previously made as a whole class. This time we are going to have a cause and effect problem that is going to occur in our community. The city wants to build a highway through one part of the community and many members are not pleased with this idea because of the sound the highway will bring to their quite community, which is next to where they want to place the highway. The class will be broken up in to two different sides, one side will agree with the idea about having a highway and the other will disagree. We will also have a mayor and a city council that will listen to the side of students who disagree with this new highway. This will take two days, one day for the arguments and the second day will be for the decision of what will be the short term and long term goal of this issue on building a highway.    **Teaching & Learning Materials:**   * Community model will be used as an example.   **Lesson # 5 Title:** *Understand different cultures in a community* ***(Complete Lesson Plan)***  **Time estimation**: Two days  **Lesson # 6 Title:** O*ccupations* **(Fire fighter, police officer, mail man, etc.)**  **Time Estimation:** One day  **Objective(s):**    1. Students will be able to understand who in the community is responsible for helping out the members of the community, if someone is in trouble and needs help.  2. Students will write to one person in the community and thank them for all that they contribute.  **Description and Task:** Each child in the class will be assigned to an occupation. Some of the children will be paired in twos with the same occupation for example police officers and fire fighters. They will be asked to go on an internet website and look up the occupation that they have been assigned to. After they find information on that occupation they will be asked to present the information that they have found. Then working individually, students will choose one of the following occupations that were discussed and they will write a letter to that person thanking them for what they do around their community.  **Teaching & Learning Materials:**  <http://www.enchantedlearning.com/dictionarysubjects/people.shtml>  **Lesson # 7 Title:** *Banks*  **Time Estimation:** one day  **Objective(s):**  1**.** Students will be able to understand how a bank is an important part of a community and how to place money in a bank.  2. Students will make a deposit and take money out of the bank and then will write a reflection on how they thought it was going to be and how the results turned out.  3. Students will conclude the class by writing two sentences whether or not they think the bank is an important part of a community.  **Description and Task:** The classroom will be set up as a bank. Four students will be chosen to act out a deposit and a withdrawal from a bank. The rest of the students will be watching the scene acted out. The first two students chosen will act out a deposit. One student will be the bank teller and one student will be the person making the deposit. The student will fill out a complete deposit slip with the help of the teacher and make a deposit in the bank. The next scene will be similar except the student will take money out rather than put money into the bank. After both scenes are acted out, the students will then write a reflection on the class. The teacher will then explain to the class how doing all of this protects yours and your family’s money in your community. The students will then write two sentences picking a side of whether or not they think a bank is an important part of a community.    **Teaching & Learning Materials:**  <http://www.discoveryeducation.com/>  **Lesson # 8: Title:** *Values*  **Time Estimation:** one day  **Objective(s):**  **1.** Students will understand what a value is and what values are most important in their community.  2. Students will write an essay describing their values and why they are important.  **Description and Task:** Students will be asked to write an essay describing the values they have in their community. The students will start the essay with the topic sentence, “My community has many values, a couple of them are…” The students will be required to state at least three values and explain each one with a supporting sentence. After the students have completed their essay, the students will read aloud their essay and will then open up in a discussion to compare and contrast the values in each student’s community.      **Teaching & Learning Materials:** <http://www.stevepavlina.com/articles/list-of-values.htm> |
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**XI. References:**

* Boyd, C. D., Berkin, C., Oram, L., Sintetos, L., Bigelow, B., Fifer, B., et al. (2005). *Scott Foresman social studies communities*. Glenview, Ill.: Scott Foresman :.
* Build a Model Community (3rd grade). (n.d.). *Teacher Forums - Teacher Chat*. Retrieved November 23, 2011, from [http://forums.theteacherscorner.net/showthread.php?4816-Build-a-Model- Community-(3rd-grade)](http://forums.theteacherscorner.net/showthread.php?4816-Build-a-Model-%09Community-(3rd-grade))
* Cultural Activities and Games for Children and Teachers -  Multicultural Education through Miniatures . (n.d.). *USF College of Education home page*. Retrieved December 4, 2011, from <http://www.coedu.usf.edu/culture/activity.htm>
* List of Values. (n.d.). *Personal Development for Smart People - Steve Pavlina*. Retrieved December 4, 2011, from http://www.stevepavlina.com/articles/list-of-values.htm
* People and Occupations: Little Explorers Picture Dictionary. (n.d.). *ENCHANTED LEARNING HOME PAGE*. Retrieved December 2, 2011, from http://www.enchantedlearning.com/dictionarysubjects/people.shtml
* Welcome to Discovery Education | Discovery Education . (n.d.). *Welcome to Discovery Education | Discovery Education* . Retrieved December 4, 2011, from http://www.discoveryeducation.com/

**XII. Reflection:**

This unit presented the students with an understanding of communities. It explored the importance of people and jobs in a community; it also explored cultures and economics within a community. Students were actively involved throughout the unit when they were building models of their communities in their cooperating groups and also by acting out cause and effect situations to their community. They developed an appreciation for their community and the people in their community.

 Daily Lesson Plan ***#1***

Student: Danielle McDevitt Cooperating Teacher’s Approval: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

Subject: Social Studies Topic: Communities Grade: 3rd grade

Allocated Time:

Student Population: 22 students, 4 students who have difficulty reading and writing, 3 advanced students

State Standards:

**11.2.3.F:** Explain daily activities that fulfill family functions in meeting responsibilities (e.g., economic, emotional support, childcare and guidance, housekeeping, maintaining kinship, providing recreation).

**1.5.3.A:** Write with a **focus**, with an understanding of topic, task, and audience.

Goal for Understanding: By being able to explain a topic with supporting details, students will become more accurate with writing.

Instructional Objective (Statement): Students will be able to complete a paragraph with supporting sentences and details about who is important in their community. Students will also be able to draw a mural representing the important people in their community.

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| Student Behaviors  Students will discuss what a community is and who the important people in their community are.  Students will write a paragraph describing the important people in their community  Students will draw a mural representing the people in their community | Sources of Evidence  Student participation  Completed paragraph on lined paper  Completed mural | Criteria for Evaluation  Teacher observation  3 point rubric  Completeness of mural |

Teaching to the Objective

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| Estimated Time:  3 days | Teaching to the Objective  Introduction/Motivation/  Prior Knowledge  Teacher will ask the questions, “Does anyone know what a community is?” and “Who are important people in your community?”  The teacher will introduce what a community is so that the students have a better understanding of what one is.  Developmental Activities:   1. The class will have a discussion on the important people in their communities while the teacher writes their answers down on the smart board. 2. Students will then be asked to write a paragraph using the topic sentence, “There are many important people in my community; a few of them are…” 3. The students will then complete their paragraphs by stating at least three important people in their community and describing what that person does. 4. The students will then be asked to draw a mural representing their community and the important people in it. 5. The students will draw the mural in pencil very lightly and then outline it in black crayon or black colored pencil. 6. Students will paint their mural when they have completed outlining it.   Assessment: Students will be graded on completeness of their mural and their paragraph.  Closure: The teacher will say, “so we learned today what a community is and who the important people in your community are.” The teacher will then ask the students to read their paragraphs aloud to the rest of the class. | Differentiation: Required for each  Section  The students who have trouble writing will be placed on tier one. They will work in a small group with the teacher and will write sentences about who is important in their community as I record their descriptions.  The students who are on level will write a paragraph describing the important people in their communities on their own.  The advance students will write a paragraph describing the important people in their community. They can write 5 important people rather than 3 and have at least 2 details for each one. |

Follow-up: Students will continue to write and discuss about their communities the next day.

Materials: Smart board, colored pencils, crayons, paper, paint, paintbrushes, pencils

Resources:

References:

Technology: Smart board

 Daily Lesson Plan ***# 2***

Student: Desiree Wheeler Date: October 3, 2011

Subject: Social Studies Topic: Communities Grade: Third

Allocated Time: 40 minutes\_\_\_\_\_\_\_\_\_\_\_\_

Student Population: 22 Students, 4 Students who have difficulty with writing, 3 advanced

State Standards:

**1.5.3. A**: Write with a focus, with an understanding of topic, task, and audience.

**1.5.3. B**: Develop content appropriate for the topic.

Gather and organize information, incorporation details relevant to the topic.

Write a series of related sentences or paragraphs with one central idea.

Goal for Understanding: By writing a letter about the community you live in.

Instructional Objective: Students will be able to write a letter to a classmate about his/her family and the community he/she lives in.

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| Student Behaviors  Students will recognize what is in and around their communities. | Sources of Evidence  I will walk around the classroom making sure the students understand what is expected of them. | Criteria for Evaluation  Check list or a rubric for the grading of the students letters about their communities. There are going to be three different levels and rubrics that the students will be graded off of |

Teaching to the Objective

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| Estimated Time:  10 minutes  20 minutes  10 minutes | Teaching to the Objective  Introduction/Motivation/ Prior Knowledge  I will first read a story to the students about a boy named John. This story will explain and show the students the community that John lives in. We will then make a list of all the details that John adds in his letter about his community.  Developmental Activities:  The students will be expected to write a letter to another classmate who they will be assigned to.  This letter will be about their community and the places and things that are in their community. The students can go off of the details that were added in John’s letter about his community if they need help with ideas.  Some questions that they might what to consider would be:  -What are some things that people do in your community?  -What kind of people help a community function well?  -What are some places that you like to visit in your community?  -ETC.  The students will then draw a picture of their community and attach their letters to the picture. This will show their partners a better idea of what their community looks like.  Closure: When completing this lesson I will go round the classroom and ask the students to share with me one fact that they learned new about what is in and around their partner’s community compared to their own. | Differentiation: Required for each  Section.  The students who have trouble writing will be placed on an easy level.  Easy- I will have students write sentences about their family and their community as I record their descriptions.  On-level - I will help the students write a paragraph about their family and a paragraph about their community. I will have the students exchange papers with a classmate and read them aloud.  Challenge- I will have the students write a note to John which they compare and contrast their families and communities with John’s. I will then invite them to ask john for more information about himself and his family. |

Follow-up: I will ask the students what they thought about each other’s communities and as a group will make a van diagram about each other’s communities

Materials:

Paper

Pencils

Crayons

Chart paper

Resources:

* Boyd, C. D., Berkin, C., Oram, L., Sintetos, L., Bigelow, B., Fifer, B., et al. (2005). *Scott Foresman social studies communities*. Glenview, Ill.: Scott Foresman :.

References: none

Technology: none

**Here is the story that I will be reading to the class!**

My name is John. I live with my parents, my brother, and my grandparents. We live in a neighborhood where everyone gets together for celebrations.

In my community, everyone helps each other and we all care about one another. Everyone works together. People have jobs and business here, we have rules too. The rules help everyone live safely in our community.

Every day I go to school to learn from my teachers. I see the letter carrier deliver the mail. The police officer helps my little brother cross the street safely. My grandmother goes to the doctor. My mom and dad like to visit with the people at the stores where they shop.

Who lives and works in your community?

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Daily Lesson Plan ***#3***

Student: Desiree Wheeler\_\_\_\_ Date: December 5, 2011

Subject: \_Social Studies/ Language Arts\_\_ Topic: Communities \_ Grade: \_\_Third\_\_\_

Allocated Time: \_\_\_\_60 Minutes\_\_\_\_\_

Student Population: \_\_22 Students, 4 Students who have difficulty reading and writing, 3 advanced\_\_\_\_\_\_\_

State Standards:

**1.4.3. B:** Write informational pieces using illustrations when relevant (e.g., descriptions, letters, reports, instructions).

**1.5.3. B:** Develop content appropriate for the topic. Gather and organize information, incorporating details relevant to the topic. Write a series of related sentences or paragraphs with one central idea.

**3.4.3. E7**: Recognize that people live, work, and go to school in buildings which are different types of structures

**2.9.3. A:** Name, describe and draw/build 2- and 3-dimensional shapes

Goal for Understanding:

By building and making a visual community as a whole class.

Instructional Objective: Students will be able to understand how to use landmarks and directions to travel through and around a community by making a visual community as a class.

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| Student Behaviors | Sources of Evidence | Criteria for Evaluation |
| Recognize places, landmarks and street names in a community. | I will walk around the classroom while the students are working on making their landmarks, street signs and buildings. Also, the finished community, letters and directions. | Check list or a rubric for the grading of the students letters and directions. There will be two different rubrics. |

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| Estimated  Time:  10 minutes  40 minutes  10 minutes | Teaching to the Objective  Introduction/Motivation/  Prior Knowledge  First we are going to make a list of all of the commercial and public buildings a small community might have. We will keep in mind the buildings and public places that we may pass on the way to school or have around our homes.   |  | | --- | |  |   Developmental Activities:  After we make the list we are going to write each of the public places and buildings on separate index cards. They will say supermarket, hardware store, gas station, automotive repair, hospital, school, police station, fire station, post office, public library, restaurant, pizza shop, bakery, clothing store, gift shop, florist, town council building, community center (with pool), movie theater, condo association building, apartment.  A few of these places will have doubles since there are probably more than one supermarket and gas station etc. in a community.  I will have a huge rectangular table in the back of classroom that will be covered with green and black paper. The green will be for the grass and the black will be used for the streets.  We will also add parking lots and drive ways where needed as we start to create the community.  I will let the students also name the businesses and the homes will have different names of students in the class. They will also identify street names.  This community will now serve as a teaching tool for different lessons in learning about communities.  Students will learn how to give directions. For example the students may place a car outside of someone’s house and then ask how to get from that students house to a local pizza place. The students will not be able to just say, “you make a right and go straight and then make a left.” They will be told to be more specific and state what street they must turn right on and what street they must stay straight on until they have reached the pizza shop.  The students will use landmarks as well while giving directions. This is a very useful lesson because in real life they will know how to give and receive directions and be able to understand what to do when giving directions.  The students will then be put into groups of two and write letters to one another giving their group member directions to get from one place to another.  Closure:  The students will then share their letters with their partners and show them by using a toy car how their directions will work out and if they do not work out they will be able to fix them by using the toy car to show what they meant to write and fix their directions. | Differentiation:  Students who have trouble with writing will be expected to just write directions from one place to the other and they will write them in bullet form.  Students who are on level will be expected to write directions from one place to another and then back but by taking a different way.  The students who are advanced will be expected to write directions from one place to another and then back using a different way; and then they will be expected to write directions from that place to one more place. |
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Follow-up:

As a follow up lesson we can still use this community model and I can ask the students what would happen to the community if the city wanted to build a high way through one part of the community? What would change? How would the community be affected by this?

Materials:

Index cards

Paper

Pencils

Markers

Color pencils

Colorful paper

A large table

Roll of long paper (for the base)

Resources: Internet

References: Build a Model Community (3rd grade). (n.d.). *Teacher Forums - Teacher Chat*. Retrieved November 23, 2011, from <http://forums.theteacherscorner.net/showthread.php?4816-Build-a-Model-Community-(3rd-grade)>

 Daily Lesson Plan  **#4**

Student: Danielle McDevitt Cooperating Teacher’s Approval: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

Subject: Social Studies Topic: Communities Grade: 3rd grade

Allocated Time: one day

Student Population: 22 students, 4 students who have difficulty reading and writing, 3 advanced students

State Standards:

**1.5.3.A:** Write with a **focus**, with an understanding of topic, task, and audience.

**1.5.3.E:** Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.

**1.6.3.B:** Use appropriate volume and clarity in formal speaking presentations.

**11.2.3.F:** Explain daily activities that fulfill family functions in meeting responsibilities (e.g., economic, emotional support, childcare and guidance, housekeeping, maintaining kinship, providing recreation).

Goal for Understanding: By being able to explain a topic with supporting details, students will become more accurate with writing.

Instructional Objective (Statement): Students will be able to write a complete paragraph with supporting sentences for each topic sentence and will be able to present their paragraph to the class.

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| Student Behaviors   * Students will have a discussion about cultures * Students will write a paragraph * Students will present one of their topics to the class | Sources of Evidence   * Student participation * Completed paragraph * Student presentation | Criteria for Evaluation   * Teacher observation * 3 point rubric * Teacher observation |

Teaching to the Objective

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| Estimated Time:  One Day | Teaching to the Objective  Introduction/Motivation/  Prior Knowledge  Students will be asked the question, “Can anybody tell me what a culture is?” The teacher will then introduce what a culture is and the different components of a culture. Students will open up in a discussion about their cultures in their communities while the teacher lists the different cultures on the smart board.  Developmental Activities:   1. Students will make a list of the activities and celebrations that occur in their community in their culture. 2. The students will then choose one celebration, one activity, and one meal that is in their culture from their list 3. Students will write a paragraph explaining those things that occur in their culture. 4. The first sentence will be “In my culture in my community, we celebrate…” The students will then explain their celebration with at least one or two supporting sentences. 5. The second sentence will be “One special activity that my culture does is…” The students will then explain their activity with at least one or two supporting sentences 6. The third sentence will be “A specific meal that my culture prepares is…” The students will then explain their meal with at least one or two supporting sentences. 7. The students will conclude their paragraph. 8. Each student will then come up to the front of the class and will pick one of those three things and talk about it.   Assessment: The completed paragraph will be handed in for a grade.  Closure: The teacher will restate the list that the class made so that the students have a full understanding of what culture is and how it plays out in each individual’s community. | Differentiation: Required for each  Section.  The students who have trouble writing will be placed on tier one. They will work in a small group with the teacher and will write sentences about their culture in their community as I record their descriptions.  The students who are on level will write a paragraph describing the celebrations, activities, and meals that occur in their culture in their community on their own.  The advance students will write a paragraph describing the celebrations, activities, and meals that occur in their culture in their community. Instead of picking one thing for each topic, they can choose more than one. |

Follow-up: The students will compare and contrast the different cultures in their classroom the following day.

Materials: paper, pencils, smart board

Resources:

Boyd, C. D., Berkin, C., Oram, L., Sintetos, L., Bigelow, B., Fifer, B., et al. (2005). *Scott Foresman social studies communities*. Glenview, Ill.: Scott Foresman

References:

Technology: Smart Board